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ABSTRACT

As background for assessing the feasibility and desirability of program development in the area of human relations, a wide ranging literature search was conducted to locate materials which would be of use in designing, producing, and evaluating a human relations training program for the Medical Library Association. Information was uncovered in three different categories: (1) discussions of the possible forms the training could take, (2) discussions of actual programs used by other agencies, and (3) background materials which would be of use as a basis for the course designing process. Bibliographies were produced on the following topics: (1) Articles and books describing methods of laboratory education which are used to reduce racial prejudice; (2) literature on the case method of training personnel managers; (3) materials describing the specific problems of supervising minority group employees and the general problems of minority employment; (4) ERIC Research Reports selected from Research in Education, which contains the greatest number of accounts of human relations training programs; and (5) books on the promotion of interracial sensitivity. (Author/AP)

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DEVELOPING A PLAN FOR AFFIRMATIVE ACTION--

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The recently adopted MLA Plan of Affirmative Action contains the following charge to the DMLE Office:

> The Director of Medical Library Education and the Committee on Continuing Education are hereby instructed to begin to develop appropriate CE courses in the area of human rights. Model awareness sessions that can be offered at Annual Meetings of MLA as well as at individual libraries that desire them should be developed and distributed through MLA.

Correspondence with Lois Ann Colaianni has indicated the C.E. Committee's desire for assistance in outlining a long-term plan of responding to this charge. The DMLE Office has agreed 1) to investigate current activities of groups involved in similar efforts and 2) to collect relevant literature describing the various methods of implementing this charge. An extensive literature search has resulted in the compilation of the attached bibliography.

This preliminary investigation has raised several issues which should be clarified before substantative discussion proceeds. Among these issues are the following:

1) What is the objective of this program?

2) Who are the people we are proposing to train?

3) What kind of educational experience do we wish to offer?

4) What is to be the length of this educational experience (one day, two days, etc.)?

5) What are our manpower needs to develop this program?

6) What degree of financial commitment is the Board prepared to make?

7) Is the Board interested in investigating possible outside sources of funding for this program?

Leaving aside the first two points for the moment, there are several considerations to be kept in mind concerning the type of educational experience to be offered. There are basically two distinct types of educational experience to consider. The first type, known as cognitive learning, is the type we are familiar with from our school years-- the individual is presented with certain information which he "learns" by absorbing it intellectually. This can range from learning to use multiplication tables to learning about techniques for supervising minority group employees. In its simplest form, cognitive learning requires only an effective means for presenting the information to be imparted to the students. It can be presented by lectures, workbooks, discussion groups with reading assignments, audio-visual packages, or any of a number of other means. The learning process may be stimulating, but is generally not traumatic. The drawback to this method is that the information presented must be relatively acceptable to the individual. If the individual finds the information unacceptable, he is likely to reject it and derive little, if any, benefit from the presentation.

Because human relations problems are concerned with deep-seated beliefs, educational experiences directed at changing the behavior of individuals in this sensitive area generally attack the emotional, and perhaps subconscious, attitudes of the individual. This changing of behavioral patterns through human relations training is carried out in various forms of "laboratory education," i.e., "learning about human behavior through experiences in group activities." (See the article by Clayton P. Alderfer cited in the attached bibliography.) The most popular types of laboratory education seems to be "T-groups" (also known as "sensitivity training") and "encounter groups." These two types are associated, respectively, with the National Training Laboratories (NTL) and the Esalen Institute, although the enormous popularity of such activity has brought many other groups and enterprising individuals into the laboratory education field. According to a recent article in Editorical Research

Reports by Helen B. Shaffer:

> The rapid growth of the encounter group movement has raised serious questions about the efficacy and even the hazards of a wholesale plunge by millions of Americans into consciousness raising and sensitivity stimulation as it is now practiced in many places all over the country. The questioning, however, is seldom critical of the basic principles of the encounter group process, which are grounded in the findings of the behavioral sciences. It is the rare critic who does not find something to praise in the group encounter procedure, provided it is properly conducted; that is, if it is supervised by a qualified leader, if the participants are screened to eliminate those who might be hurt by the experience, and if the process is directed toward specific and reasonable goals. (Editorial Research Reports, 1971, Vol. 1, no. 9, pp. 167-86.)

Although techniques vary, these methods all basically depend on the subjecting of the individual to some traumatic experiences which will cause his old beliefs to be "unfrozen." Through highly-charged group interaction the individual forms new beliefs, then has these reinforced and eventually "frozen" again in a new form. The question of how effective such training is in actually changing the behavior of the participants has not been answered. (See the items by Dunnette and Katz regarding research on evaluation cited in the attached bibliography.)

Several problems with organizing such sessions at an MLA Annual Meeting are readily apparent. 1) We would find it essential to engage an experienced and properly qualified leader for each session. 2) We are limited to a very short training period. Ordinarily such training consists of several sessions over a period of weeks. 3) Steps might be necessary to insure that minority group members will be among the volunteers enrolling in such a course. 4) Such a session, even if organized at the Annual Meeting, would not be readily exportable to any region which might desire to offer it. The same requirements of experienced trainer and minority

group participants would need to be provided at each presentation. 5) The cost would probably be considerable, particularly in comparison to the other offerings of the CE Committee. There is very little discussion of the cost aspect of laboratory training in the literature, and it would be necessary to obtain bids from a number of sources in order to determine the price range.

The question of which type of educational experience is ideal for MLA's purposes cannot be answered until a decision is made on the objectives of the program and its target group of participants. In the MLA Plan of Affirmative Action it is suggested that the purpose of such a program is to assist members in developing "mechanisms for creating positive staff attitudes and practices within their own institutions . . . in order to combat past or existing prejudicial or discriminatory attitudes within medical libraries."

If we assume that the participants in the proposed program will be volunteers who have already made a commitment to promoting positive staff attitudes and practices in their organizations, then much could be accomplished with a presentation of information which will assist the participants in accomplishing these objectives. Such a program could consist of either (or both) of the following types of information: 1) material about the needs, characters, and preferences of minority group members--i.e., material to promote general interracial and intercultural awareness. 2) material on management practices related to recruiting and supervising a multi-racial, multi-cultural staff.

Presentation of information on these two topics could be accomplished through a variety of means, ranging from a minimum to a maximum investment. These might be the preparation and distribution of 1) bibliographies of selected readings, 2) packages of selected readings, 3) workbooks or programmed texts, 4) discussion group packages (workbooks, selected readings, and leader's manual), 5) audio-visual package presentations, or 6) a full-fledged short course or institute consisting of a syllabus, selected readings, and the provision of an experienced instructor.

Preparation of a worthwhile informational program will require expert assistance (probably best available from a professional consultant) in order to insure that the result is worth the investment. The more complex the program decided upon, the more professional assistance will be required and the higher the production costs will be.

In investigating the long-term prospect for the development of a CE program in the area of human relations training, we have consulted informally with several organizations and individuals who are active in this field. The general response from these experts has been that it is quite possible for MLA to develop a program in the human relations area of which we can be very proud. Some individuals have indicated an interest in assisting us, even in one or two cases to the extent of bending the general policies of their organizations to make their services within the range of our consideration.

Our activities in investigating the possible forms this program could take include the following:

1. In order to gain some idea of what would be entailed in arranging for a human relations training program of the laboratory education type, we were advised to contact the National Training Laboratories. NTL seems to be generally regarded as the organization most involved in laboratory education programs related to the work environoment. They pioneered the development of training programs in this field and are by far the best known agency. Through a mutual friend we contacted Dr. Lawrence Porter at the Chicago branch of the National Training Laboratories.

In Dr. Porter's opinion (based on our tentative description of the Board's charge), the National Training Labs has the expertise to provide a one-day (or even half-day) session at the Annual Meeting which could be "very worthwhile." The shortness of the session would be compensated for, in part, by the comparatively receptive nature of volunteer participants. The absence of minority group members poses a problem, but one which can be surmounted by an experienced and inventive trainer. NTL would probably be willing to consider our requirements and make up a bid for providing us with such a session or sessions. They can also provide staff development

programs which could be used to prepare MLA staff to create our own programs. Dr. Porter pointed out that human relations training might be made part of the theme of an annual meeting and presented more extensively than the usual CE course. This would take maximum advantage of the presence of the professional trainer at the conference. The standard fee for NTL personnel is $100 per day, plus travel expenses. (Brochures are available, see Exhibit A.)

2. An organization with considerable expertise in the creation of management development programs is the Industrial Relations Center of the University of Chicago. If we are interested in developing an informative presentation on the management techniques of recruiting and supervising minority group employees, IRC has several services which could be relevant to our needs. Some of their staff specialists are already very involved in problems of hospital management and staff development. If we wish to investigate further, we should probably inquire about their assistance in a variety of different forms--continuing our limited and largely informal consultation, contracting for the development of a program to teach medical librarians to be more interracially aware personnel administrators, contracting for the development and presentation of an appropriate program or programs at an annual meeting, contracting for the development and training of MLA staff so we can create our own materials, or whatever combination of these they might recommend. They seem willing to put together some sort of package of assistance which could be tailored to both our needs and financial resources. (Literature is available, see Exhibit B.)

An example of collaboration between IRC and another agency is the University of Chicago Hospitals and Clinics' management development program, which includes a substantial interracial awareness component. The director of this program, Sally Holloway, generously allowed us to monitor one 35-hour segment of this 140-hour sequence. We were impressed with the program, but our observations pointed again to the difficulties (discussed in this report on page 3-4) inherent in presenting a laboratory education experience. (A course outline is available, see Exhibit C.)

3. Most activities to promote interracial awareness engaged in by librarians seem to be directed at improving library service to the disadvantaged. Since MLA's program will be directed at the training of medical librarians to deal more effectively with library personnel, not library clientele, these "out-reach" programs are of limited direct use to us. However, two such programs we have investigated seem particularly noteworthy.

1) The Library School of the University of Wisconsin and its former director Margaret Monroe, have been exceptionally active in this area. One of their most noteworthy achievements has been a year-long institute on the problems of library social action programs (September 1971 to August 1972). Ten experienced graduate librarians were enrolled in a variety of activities designed to increase their professional skills in planning and supervising library social action programs. It is our understanding that the Library School of the University of Wisconsin is also involved in the planning of a proposal for an institute for library educators on developing their ability to educate library school students for serving ethnic minority publics. The Adult Service Library Educators Interest Group of AALS has apparently been serving as an advisory group in developing this proposed training scheme (planning is still in the confidential stage). Since these programs have substantial interracial awareness components, we might find it useful to inquire who the librarians serving as trainers in the interracial awareness sessions are, and whether they would be able to adapt some of the same material to achieve a somewhat different type of objective. (This should be possible to determine when the official announcement of the new program is made.)

2) One particularly impressive program directed at improving public library service to the disadvantaged has been proceeding under the direction of Miss Virginia Mathews, of the National Book Committee. Miss Mathews was the director of an institute sponsored jointly by the University of Oklahoma, Department of Library Science; the Southwestern Library Interstate Cooperative Endeavor (SLICE); the ALA Office for Library Service

to the Disadvantaged; and the National Book Committee. On October 4-7, 1972, about 30 librarians and 15 resource people (non-librarian spokesmen for groups and organizations composed of or serving minority and/or disadvantaged persons) met at the University of Oklahoma Center for Continuing Education. One of the objectives of the Institute was to strengthen the role of the regional library association in providing a prototype for continuing education programs for librarians and to develop a model which might be replicated by other regions. The participants engaged in exercises to sharpen listening and perceptual skills and ability; to heighten awareness to nuances and meanings; to examine the social, economic, cultural and educational needs of the disadvantaged; and to learn to prescribe materials and services suited to needs.

Miss Mathews collected some 500 slides and more than 25 reels of reel-to-reel tape. This material is the foundation for a cassette/slide package which she is producing for presentation to the ALA Committee on Library Service to the Disadvantaged at the Las Vegas meeting. This cassette/slide package will concentrate on giving viewers information on how to understand the needs, characters, and preferences of minority group members--especially those who have previously been non-users of libraries.

We spoke with Miss Mathews concerning her experience with this project. She was quite willing to discuss the costs involved in producing package programs of this type. In her opinion, based on a very quick estimate, the preparation of this type of a program for a one-day institute would require at least 25 days of work by a professional consultant. (The standard rate for such consultants is $100 per day.) There would be also the expense of producing the audio-visual materials (the Oklahoma Institute yielded 500 slides, at a cost of $2,000, of which 80 will be used for the actual presentation). In addition, there would be the preparation and production of whatever hand-outs are desired. Considering labor and mechanical costs, she estimated that the production of a program would cost $6,000 to $7,000.

Miss Mathews is a librarian, of American Indian background, and has been an active member of the ALA Advisory Committee on Library Service to the Disadvantaged. She is currently doing consulting work for several projects in this area of activity and volunteered that she would be quite interested in working with us, provided that our needs fit into her schedule. (Brochures on the Oklahoma Institute are available, see Exhibit D.)

4. In developing an informational presentation for use at the annual meeting it would be possible to adapt for our use the materials of a seminar or workshop developed by another organization.

1) One course which we could consider adapting is the "Human Factors in Supervising Minority Group Employees" series developed by the International Personnel Management Association (formerly the Public Personnel Association). The International Personnel Management Association developed a packaged course for their members which consists of a Manual for Instructors and a package of recommended readings for the students. The content of the manual is impressive and might well serve as the basis of a course to be developed by a CE Committee appointee. This packaged course is sold by the Association for $25, as a public service, and they are not interested in selling multiple copies to other agencies. Mr. Keith Ocheltree, the Assistant Director, tells us that there would probably be little difficulty in arranging for permission to adapt their material. (A brochure describing this course is available, see Exhibit E.)

2) The Evanston Public School District has developed a rather unique packaged learning program on inter-racial awareness for their students and teachers. The two basic types of materials are "UNIPACS" (a programmed learning text which can be completed by the student at his own pace) and "Resource Manuals" (for the teachers) to aid in guiding their teaching of the units. We have obtained copies of these two types of packages and think that the format could be

adapted for use by adults, individually or in discussion groups. The basic format consists of a "Main Concept," "Sub-Concepts," "Behavioral Objectives," and "Activities." In addition, there is a pretest and a posttest to evaluate understandings before and after use of the UNIPACS. (Copies are available, see Exhibit F.)

Adapting this format would require considerable manpower and probably some professional assistance. If the Board wishes to pursue the possibility of adapting another organization's instructional materials, the DMLE Office could mail a letter of inquiry to organizations which might have produced something of possible value.

5. In the course of our literature search we located a list of agencies producing materials to promote interracial awareness, compiled by the Minnesota State Department of Education, Equal Educational Opportunities Section. We have written to several of the most promising sounding organizations for catalogs of their publications and audiovisual materials. The replies received so far indicate that there is a substantial body of material which has been produced by these non-profit agencies. A copy of the full list is included in this report. Samples of the materials received have been brought to the meeting (see Exhibit G).

6. In the attached bibliography of ERIC Research Reports a number of descriptions of human relations training programs developed in the public schools are included. Many of these combine the presentation of information to promote interracial awareness with some laboratory-education-type group discussion. We have obtained copies of the outline of activities for three "model programs" developed by state agencies as guides for school districts interested in instituting such a program. These are available for your examination (see Exhibit H).

ORGANIZATIONS AND AGENCIES FURNISHING HUMAN RELATIONS MATERIALS

You may write for catalogues that list available publications, reports and audio-visual materials.

National Education Association
Center for Human Relations
1201-16th Street, N.W.
Washington, D.C. 20036

Afro-American Publishing Co., Inc.
765 East Oakwood Boulevard
Chicago, Illinois 60653

American Civil Liberties Union
156-5th Avenue
New York, New York 10010
(Publishes and annual report on civil rights activities plus other material on a national and local level)

American Council on Education
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20006

American Friends Service Committee
160 North 15th Street
Philadelphia, Pennsylvania 19102

American Indian Historical Society
1451 Masonic Avenue
San Francisco, California 94117

American Jewish Committee
165 East 56th Street
New York, New York 10022

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Ass'n for Study of Negro Life & History
1538-9th Street, N.W.
Washington, D.C. 20022
(Negro History Week kit available)

Catholic Interracial Council of New York
233 Broadway
New York, New York

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Common Council for American Unity
20 West 40th Street
New York, New York 10018

Council for American Unity
70-5th Avenue
New York, New York 10011

Ferkauf Graduate School of Education
Yeshiva University
55th-5th Avenue
New York, New York 10003

Folkways/Scholastic Records
50 West 44th Street
New York, New York 10036

Harvard University Press
79 Garden Street
Cambridge, Massachusetts 02138

Integraged Education
343 South Dearborn Street
Chicago, Illinois 60604

League of United Latin American Citizens
2218 South Birch Street
Santa Ana, California 92707

McGraw-Hill Publications
100 Northfield Street
Greenwich, Connecticut 06830

APPENDIX

HUMAN RELATIONS BIBLIOGRAPHY

HUMAN RELATIONS BIBLIOGRAPHIES

As background to assessing the feasability and desirability of program development in the area of human relations (including inter-racial awareness) a wide ranging literature search was conducted to locate materials which would be of use in designing, producing, and evaluating a human relations training program for the Medical Library Association. We tried to uncover information in three different categories: 1) discussions of the possible forms this training could take, 2) discussions of actual programs used by other agencies, and 3) background materials which would be of use as the basis of the course designing process or as handouts to participants.

We have produced bibliographies on the following topics:

1. Articles and books describing the various methods of laboratory education which are used in efforts to reduce racial prejudice and to promote better human relations.

2. Literature on the case method of training personnel managers, including collections of cases and discussions of how to write cases. There is an almost complete absence of published cases dealing with minority group employees, which leads us to suspect that the trend has been to use laboratory education methods in interracial awareness programs.

3. Articles and books describing the specific problems of supervising minority group employees and the general problems of minority employment. Very practical discussions of how to deal with the minority employee and the attitudes of the rest of the staff to his arrival can be found in the literature of personnel management and industrial relations. These articles are often difficult to identify in the standard indexing tools, so we are indebted to Mrs. Jennette Rader, of the Reference Staff of the A.G. Bush Library, Industrial Relations Center, University of Chicago, for locating many of these articles in the special index files of the Bush Library.

4. ERIC research reports selected from Research in Education. The literature of education contains the greatest number of accounts of actual human relations training programs, perhaps because of 1) the necessity of coping with the fact of desegregation in the public school system, 2) the wide availability of federal funds for programs to develop positive staff attitudes regarding integration, and 3) the necessity that some report of the programs be written for submission to the sponsoring agency. The document abstracts have been included in the hope that in many cases they will provide enough information to make it unnecessary to consult the entire document. Research in Education also includes citations to the materials collected by the ERIC Clearinghouse on the Disadvantaged, an excellent source of background materials to promote interracial awareness. We have selected document abstracts for both types of material.

5. A bibliography of books to promote interracial sensitivity, recommended by Mr. Alfred Woods, Reference Librarian of the Vivian G. Harsh Collection of Afro-American History and Literature, George Cleveland Hall Branch of the Chicago Public Library. This is a sample of the type of bibliography which MLA could use 1) as background reading for a human relations training experience, or 2) as a hand-out to be distributed to the membership to promote interest in the affirmative action program.

IABORATORY EDUCATION

Recommended Books and Articles

Articles

Alderfer, Clayton P. "Understanding Laboratory Education: an Overview; Encounter Groups, T Groups, and Tavistock--a Review Article Comparing Three Types of Laboratory Education, the State of Research in the Field, and the Ethical Issues Involved." Monthly Labor Review, Vol. 93 (December, 1970), pp. 18-27.

Harrison, Roger. "Research on Human Relations Training: Design and Interpretation." Journal of Applied Behavioral Science, Vol. 8 (January, 1971), pp. 71-85.

Patten, Thomas H. and Dorey, Lester E. "An Equal Employment Opportunity Sensitivity Workshop, A Report on Developing Black and White Change Agents at U.S. Army Tank Automotive Command." Training and Development Journal, Vol. 26 (January, 1972), pp. 42,44, 46-53.

Rubin, Irwin. "The Reduction of Prejudice Through Laboratory Training." Journal of Applied Behavioral Science, Vol. 3 (January/February, 1967), pp. 29-50.

Shaffer, Helen B. "Encounter Groups." Editorial Research Reports, 1971, Vol. 1, no. 9 (March 3, 1971), pp. 167-86.

Steele, R.E. and Nash, K.B. "Sensitivity Training and the Black Community." American Journal of Orthopsychiatry, Vol. 42 (April, 1972), pp. 424-30.

Smith, R.M. "Administration of Human Relations and Sensitivity Training." Adult Leadership, Vol. 20:(November, 1971), pp. 170-72.

Books

Clinebell, Howard John. The People Dynamic: Changing Self and Society Through Growth Groups. New York: Harper and Row, 1972. Chapter 10, "Training Change Agents to Humanize Society," describes how to organize and motivate groups to become instruments of social change.

Dunnette, Marvin D. and Campbell, John P. "Laboratory Education: Impact on People and Organizations," in Dalton, Gene W. and Lawrence, Paul R. Organizational Change and Development. Homewood, Ill.: Richard D. Irwin, Inc. and The Dorsey Press, 1970. A review of research, which concludes that "Laboratory education has not been shown to bring about any marked change in one's standing on objective measures of attitudes, values, outlooks, interpersonal perceptions, self-awareness, or interpersonal sensitivity. . . behavior reports suffer from many possible sources of bias and must, therefore, be taken with a grain of salt."--p. 372.

DuBois, Rachel and Mew-soong Li. Reducing Social Tension and Conflict Through the Group Conversation Method. New York: Association Press, 1971. The Group Conversation Method is "a way of helping members of a group to experience a sense of our common humanity by first reaching back into the past for memorable experiences to be shared around a topic of universal moment. The method is designed to facilitate real and spontaneous communication by developing the social climate which fosters mutual regard and confidence." The authors claim that this method helps to counteract stereotyped attitudes based on differences of age, race, ethnicity, class or creed. It can be quickly learned and practiced by group leaders. Fear, suspicion, and hostility are "transcended" rather than expressed. The method is designed to quickly produce confidence and trust among its participants so they can more effectively work out their problems.

Hill, Frederick A. Conflict Utilization: The Role of the Black Professional. Washington: Black Affairs Center/NTL Institute for Applied Behavioral Science, 1972. This booklet is a description of a "conflict utilization" workshop offered in the summer of 1971 for Black professionals. The introduction expresses the view that programs of human relations training serve to reduce conflict and thereby reduce pressure for change. Participation in human relations "rehabilitation" programs serves merely to render the Black professional less able to relate to his brothers and sisters and more willing to accept the status quo. Black professionals must unite and learn to persistently utilize conflict to rehabilitate society. Workshop exercises and techniques are described in detail.

Katz, Daniel and Kahn, Robert L. The Social Psychology of Organizations. New York: John Wiley, 1966. Chapter 13, "Organizational Change" analyzes seven approaches to organizational change, and considers their characteristic strengths and weaknesses. These are: Information, Individual Counseling and Therapy, Influence of the Peer Group, Sensitivity Training, Group Therapy in Organizations, Feedback, and Systemic Change. The authors point out that "It is common practice to pull foremen or officials out of their organizational roles and give them training in human relations. Then they return to their customary positions with the same role expectations from their subordinates, the same pressures from their superiors, and the same functions to perform as before their special training.

Even if the training program has begun to produce a different orientation toward other people on the part of the trainees, they are likely to find little opportunity to express their new orientation in the ongoing structured situation to which they return."--p. 390.

Leavitt, Harold J. "Applied Organizational Change in Industry: Structural, Technological and Humanistic Approaches." In March, James G., ed. Handbook of Organizations. Chicago: Rand McNally, 1965, pp. 1144-1170. A review of the literature which concentrates primarily on the "People Approaches" to effecting organizational change. The author is particularly concerned with development of "power-equalization" methods of organizational change.

A Selection of Recent Books
(Not available for examination when this bibliography was compiled.)

Back, Kurt W. Beyond Words: the Story of Sensitivity Training and the Encounter Movement. New York: Russell Sage Foundation, 1972.

Bennis, Warren G. Changing Organizations. New York: McGraw-Hill, 1966. Chapter 8: "Principles and Strategies of Directing Organizational Change via Laboratory Training."

Blank, Leonard, Gottsegen, Gloria B., and Gottsegen, Monroe G. Confrontation; Encounters in Self and Interpersonal Awareness. New York: Macmillan, 1971.

Blumberg, Authur. Sensitivity Training: Process, Problems, and Applications. Syracuse, N.Y.: Syracuse University Publications in Continuing Education, 1971.

Cooper, Cary L. and Mangham, I.L. T-Groups; a Survey of Research. London, New York: Wiley-Interscience, 1971.

Egan, Gerard. Encounter: Group Processes for Interpersonal Growth. Belmont, Calif.: Brooks/Cole Pub. Co., 1970.

Golembiewski, Robert T. and Blumberg, Arthur. Sensitivity Training and the Laboratory Approach: Readings about Concepts and Applications. Itasca, Ill.: F.E. Peacock Publishers, 1970.

Goldberg, Carl. Encounter: Group Sensitivity Training Experience. New York: Science House, 1971.

Lakin, Martin. Interpersonal Encounter: Theory and Practice in Sensitivity Training. New York: McGraw Hill, 1971.

NTL Institute for Applied Behavioral Science. Laboratories in Human Relations Training. rev. ed. Washington, D.C.: NTL Institute for Applied Behavioral Science, 1969.

Schein, Edgar H. and Bennis, W.G., eds. Personnel and Organizational Change Through Group Methods: The Laboratory Approach. New York: John Wiley, 1965.

Interracial Sensitivity Experiences--
Articles from General Periodicals

Bishop, C.D. and Myers, D.G. "Discussion Effects on Racial Attitudes." Science, Vol. 169 (August 21, 1970), pp. 778-9.

Cottle, T.J. "Briston Township Schools; Strategy for Change; Intergroup Education and Sensitivity Training Programs." Saturday Review (September 20, 1969), pp. 70-71.

Goodman, J., and others. "Tackling Racism by Clarifiying Values; Excerpt from a Humanistic Approach to Tackling Racism: a Handbook of Classroom Activities." Todays Education, Vol. 62 (January, 1973), pp. 37-8.

Leonard, G.B. "How to Have a Bloodless Riot; Racial Confrontation Groups." Look, Vol. 33 (June 10, 1969), pp. 4-8.

Leonard, J. "Eye of the Storm; Learning to Understand Race Discrimination; Riceville, Iowa Elementary School Experiment. Life, Vol. 68 (May 8, 1970), p. 16.

McFerran, D. "Limits of Confrontation; Report on a Classroom Experience in Race Relations." Commonweal, Vol. 97 (March 2, 1973), pp. 498-501.

Sutherland, Zena. "Blue-collar Learners; Jane Elliott's Classroom Explorations of Prejudice in Riceville, Iowa." Saturday Review, Vol. 55 (February 19, 1972), p. 75.

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THE CASE METHOD

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Recommended Books and Articles

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The Job Crisis for Black Youth. Report of the Twentieth Century Fund Task Force on Employment Problems of Black Youth. New York: Praeger, 1971. (Describes the educational and environmental handicaps which make it difficult for Black young people to take advantage of the few job opportunities available to them. The chapter titled "For Black Girls, It's Worse," is particularly interesting.)

The Management of Racial Integration in Business. Prepared under the supervision of Georges F. Doriot, Professor of Industrial Management, Harvard Graduate School of Business Administration. New York: McGraw Hill, 1964. Detailed discussion of problems of integrating the Black worker at all levels. Numerous case studies illustrate successful (and unsuccessful) programs, while pointing out common pitfalls. Makes the point that the problem of absorbing the newly hired Black into the existing environment is vastly over-rated.

Morgan, John S. and Van Dyke. White-Collar Blacks, a Breakthrough? New York: American Management Association, 1970. (Consists of interviews with 44 Blacks in professional and managerial positions.)

Negroes and Jobs, a Book of Readings. Edited by Louis A. Ferman, Joyce L. Kornbluh, and J.A. Miller. Ann Arbor: University of Michigan Press, 1968. (A collection of articles focusing on the special problems of Black employment such as background factors, institutional barriers, and labor market structure.)

Young, Richard A. Recruiting and Hiring Minority Employees. New York: American Management Association, 1969. (Advice from a Black employment consultant.)

HUMAN RELATIONS TRAINING PROGRAMS
and Supporting Materials: a Bibliography
of Research Reports cited in Research in
Education (ERIC)

This bibliography was compiled by searching the subject index of Research in Education under the headings "human relations", "race", and various related headings such as "racial awareness". The items below were selected because they were good examples of the types of programs undertaken by various agencies or because they contained information which could be useful in designing various kinds of human relations programs.

These documents are available at libraries which have purchased the ERIC documents on microfiche (ask for them by the ED number contained in the citation on this bibliography). Unless another source is specified they may be purchased from the ERIC Document Reproduction Center operated by Leasco. The address is:

Leasco Information Products, Inc.
4827 Rugby Avenue
Bethesda, Maryland
20014

The price for microfiche is 65¢ per title. Hard copy is available for $3.29 for each 100 page increment (i.e., $6.58 for 101-200 pages, $9.87 for 201-300 pages, etc.). Orders must include the ED number.

The document abstracts have been included, in most cases in their entirety, in the hope that in many cases they will provide enough information to make it unnecessary to consult the entire document.

BIBLIOGRAPHIES ON HUMAN RELATIONS TRAINING

ED 014 016 Durham, Lewis E. and others.
A Bibliography of Research. Explorations, Human Relations Training and Research, Number 2, 1967. National Training Labs., Washington, D.C.. 1967. 36p.

This bibliography of research on human relations training is presented in two sections. The first part includes an annotated bibliography of research conducted between 1947 and 1960. It was prepared by Lewis E. Durham and Jack R. Gibb and contains 48 citations. The second part, prepared by Eric S. Knowles, includes research since 1960. It includes a bibliography of 76 citations and an annotated bibliography of 52 studies. Subject areas covered include T-Groups, group structure and dynamics, interpersonal relationship and competence, self concept, personality change, behavior and attitude change and organizational change.

ED 044 400 Harvey, Robert, comp. Denby, Robert V., comp.
Human Relations in the Schools, Sensitivity Training, and Self-Image Enhancement: Abstracts of ERIC Documents. September, 1970. 53p.

This bibliography is comprised of abstracts of 115 ERIC documents (reports, books, articles, and speeches) on human relations activities for the schools, including sensitivity training and self-image enhancement activities. Six sections cover (1) background material on human relations training; (2) general material on the need for intergroup activities; (3) inservice human relations programs (including sensitivity training) for teachers, administrators, and counselors; (4) classroom activities promoting student human relations; (5) self-image enhancement activities; and (6) recent research on self-image development.

ED 016 159
Human Relations-Training and Research, Number 1. Current Information Sources, Number 10. Syracuse University, ERIC Clearinghouse on Adult Education. January, 1968. 22p.

This annotated bibliography presents 36 citations of the more current literature on human relations training and research, most of them with abstracts. The documents are mostly dated 1966 and 1967.

ED 051 315 Jayatilleke, Raja

Human Relations in the Classroom: An Annotated Bibliography. ERIC-IRCD Urban Disadvantaged Series, Number 22. Columbia University, New York, New York. ERIC Clearinghouse on the Urban Disadvantaged. Sponsoring Agency - Office of Education (DHEW), Washington, D.C. June, 1971 65p.

This bibliography on human relations in the classroom contains references to published books, documents, journal articles, and unpublished documents which are in the ERIC system or are in process. These deal with such issues as: race relations, racial attitudes, racial recognition, self-concept, psychological identification, social influences, cultural differences, cross-cultural training, ethnic studies, Afro-American studies, curriculum development, classroom environment, human relations, intergroup relations, interpersonal relationships, student-teacher relationships, changing attitudes, teacher behavior, teacher attitudes, student attitudes, Negro attitudes, teacher education, teacher training institutes, activism, and violence. Citations for documents are followed by an abstract edited to suit the purposes of the bibliography; journal article citations are accompanied by subject headings which help clarify the titles and contents of the articles, and in many instances by brief annotations. Document citations cover the period November 1966 through March 1971; journal articles, January 1969 through April 1971.

ED 064 417 Jayatilleke, Raja

Human Relations in the Classroom. An Annotated Bibliography: Supplement I. ERIC-IRCD Urban Disadvantaged Series, Number 28. Columbia University, New York, New York. ERIC Clearinghouse on the Urban Disadvantaged. Sponsoring Agent - Office of Education (DHEW), Washington, D.C.. June, 1972. 102p.

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315), covering the period April through December 1971 for items announced in RIE, and the period May through December 1971 for journal articles cited,and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: race relations, racial recognition and attitudes, self-concept and self-esteem, psychological identity, ethnic and Afro-American studies, social influences, cultural differences, cross-cultural training, curriculum development, classroom environment, intergroup and human relations, interpersonal and student-teacher relationships, teacher behavior and attitudes, changing attitudes, student attitudes, Negro attitudes, teacher education and training institutes, activism and viomence. Citations for documents are each followed by an abstract edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. There is also a listing provided supplying ED numbers for those items in the first bibliography which lacked them, as they were in process at the time of publication of that bibliography.

MODEL HUMAN RELATIONS TRAINING PROGRAMS
DEVELOPED BY VARIOUS AGENCIES

ED 067 353 Buchanan, Roland

Overview: Title III ESEA Intergroup Relations Inservice Project. Madison Public Schools, Wisconsin. Dept. of Human Relations. 1972. 16p.

A Model for inservice training in intergroup relations is presented as a strategy to provide educators with an understanding of the forces of racism, prejudice, and discrimination. Implementation of the Inservice program consists of three major aspects which focus on cognition, affect and behavior. The model can best be described as the normative-re-educative strategy that assumes that man is rational and intelligent - and that changes in norms involve changes in attitudes, values, skills in relationship to one another, and changes in one's thinking patterns stemming from new knowledge. Lastly, a research design is presented consisting of several control and experimental groups to evaluate the effectiveness of the inservice program.

ED 058 174 Hadfield, Donald L.

The Anatomy of Prejudice: Attitudes and Behavior. An Approach to In-service Education for Teachers. Minnesota State Dept. of Education. St.Paul. Equal Educational Opportunities section. Jan. 1971. 23p.

This model in-service program is designed for teachers who wish to expand their skills and knowledge about the phenomenon of prejudice and its effects upon people. The objectives are: (1) to give teachers information about prejudice and discrimination, (2) to assist in the development of positive attitudes toward human differences, (3) to encourage democratic behavior across group lines, and (4) to effect behavior that is productive. The vocabulary of human relations is defined and a suggested format for the four sessions provided. Material for four simulations is included, together with questions for consideration. There is also a 17-item bibliography, a list of organizations and agencies furnishing human relations materials, a list of films on prejudice and discrimination, and a list of audio-visual resources.

ED 051 319 Johnson, Nathan E., Bash, James H.

A Human Relations Model for a Desegregated Group. Virginia University, Charlottesville, School of Education. Occasional Paper #4. April 1971. 12p. Available from: Editor, Occasional Papers, 164 Rugby Road, Charlottesville, Va. 22903.

The human relations model discussed in this booklet serves the dual purpose of facilitating the development of equal human relations and the myriad aspects associated with desegregation. This is not considered a scientific report, but a guide to group discussion. Although the model presented is based on the most advanced findings in teaching and the systems approach in communication, there is not an attempt here to declare it as the final answer to problems in this area. The human relations model is presented as a flow-chart which indicates the phases through which a bi-racial group passes to reach a tensionless condition conducive to a consideration of delicate race problems. A face-to-face committment of a few people to work together is a first essential. The acknowledgement of equal human status and a concession

by each component that it is unaware of concepts held by the other are the next two stages. Then, a consideration of displeasing words, an exposure of some beliefs, and a recognition that reception and direction must cross racial lines will complete the approach to a condition of psychological neutrality in which there would be little potential difference between ethnic components of the group. The atmosphere thus generated will permit in-depth consideration of all desegregation problems.

ED 036 568

Black Power and its Effect on Racial Interaction: Resource Manual. An In-Service Training Program which Focuses on Assisting Educators of School District 65 to Develop some Common Understandings About Crucial Integration Issues; School Year 1968-69. Evanston School District 65, Illinois. 1968. 65p.

This report describes a summer integration institute conducted by the Evanston Illinois Board of Education to prepare teachers and administrators for school integration. The focus of the 1967 session was understanding factors of quality integrated education, and in 1968 understanding crucial issues in integration. The participants of these sessions developed a series of resource manuals, film shorts, and Unipacs, (self-instructional materials for the student, K-8) on each of the following topics: "The Negro in American History" (UD 069484), "Black Power and its Effect on Racial Interaction" (UD 009 479), "Common Prejudices of Negroes and Whites" (UD 009 480), "Family Background and School Achievement," "Discipline Standards in Integrated Schools" (UD 009 481), "Grouping Children in Integrated Schools," "Interpersonal Relationships Among Students" (UD 009 482), "Race and Intelligence," "Sensitivity to Interpersonal Relations Among Students," "The Black Self-Concept" (UD 009 483). In this report, a copy of the "Black Power and Its Effect on Racial Interaction" resource manual is included.

ED 041 983

Media and Prejudice. A UNIPAC for the Teacher, School Year 1968-1969. Evanston School District 65, Ill. 1969. 23p.

Developed during a summer 1968 inservice training program which focused on assisting educators to develop some common understandings about crucial integration issues, this set of instructional material on "media and prejudice" forms one of a series of "UNIPACS" for the teacher. The specific purpose of the "UNIPAC" is to reduce prejudice between blacks and whites. In common with Resource Manuals and Unipacs for the student that were developed at this summer institute, the teacher Unipac series utilizes a "Main Concept," "Sub-Concepts," "Behavioral Objectives," and "Activities". In addition, there is a pre-test and a post-test to evaluate understandings before and after use of the Unipacs. The teacher Unipacs provide him or her with the necessary information to help each child work independently with his or her self teaching student Unipac unit. Specific suggestions for using Unipacs are also provided.

ED 057 361 Banaka, William H. and others.
Training People in the Public Schools to Run Interracial Sensitivity Groups: A Graduate Program: 1971. Western Psychological Association Symposium. Oregon State University, Portland; Portland University Oregon. April 21, 1971. 79p. Papers presented at Western Psych. Assoc. Convention, San Francisco, California April 21-24, 1971.
Six papers serve to provide an in-depth look at a psychology graduate program in which the clinical faculty and some graduate students and their wives assisted in the initial training of public school staff and students. The focus was on interracial conflicts. Both positive and negative evaluations are included. The implications of the Interracial Sensitivity Program for graduate training in clinical psychology are elaborated. Powerful practitioner tools, relevant to contemporary social crises, are seen as a major outcome of such a program. A final paper concern the interface between Black youth and sensitivity groups, and suggests the need for a modified and more suitable technology.

ED 063 426 Baty, Roger M.
Inservice Training of Teachers for Cultural Awareness: A Field Experiment. April 8, 1972. 14p. Paper presented at the meeting of the Society for Applied Anthropology and the Council on Anthropology and Education, Montreal, P.Q., Canada, April 8, 1972.
This paper reports an attempt at re-education for mono-cultural teachers conducted in the Palo Alto-San Jose area of Northern California in 1968-69. The program ultimately involved three elementary school districts and provided cultural awareness education for more than 90 teachers. In addition there were a number of administrators, special services personnel, as well as school board members who received the training. Potential participants were contacted during the summer. Using the information contained on the application form, the 113 responding teachers were matched according to years of teaching experience, previous contact with disadvantaged children, and school district. They were then randomly allocated to two courses, one which was to begin in September and the other in January. With few exceptions, the teachers were willing to take the course at the time determined. The program itself consisted of ten three-hour evening sessions held at a local school. Each session had three parts: lecture, question-and-answer period, and the discussion groups. The research design employed was a pretest-posttest control group design with replication. The winter group served as a control for the autumn group. The second training program also provided the opportunity for replication.

ED 066 545 Baty, Roger M.

Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California. Praeger Special Studies in U.S. Economic and Social Development Series. 1972. 147p.

This is a report of an action-research study designed to determine the effect of exposure to cultural social and economic diversity on selected attitudes of elementary school teachers. The research developed two thrusts. One was to investigate the effects of exposure to the usual classroom situation on teacher tolerance and teacher optimism. The other was to investigate the effects of exposure to an in-service training program in addition to the usual classroom situation. The dependent variables-optimism about pupil, potential to achieve, and tolerance of minority self-assertiveness - were selected for their relevance to current inquiry in the broad area of preparing teachers to work more effectively with urban and suburban children. The goals of the inservice training program were to increase the teacher's understanding of the cultural background of the Mexican-American child and to help the teacher find ways to increase the child's self-esteem. The goals would be accomplished, it was assumed, if teachers who participated became aware of their cultural blinders - their own assumptions - and became more concerned to learn about the cultural backgrounds of all their youngsters, not just Mexican-Americans. The course consisted of ten three-hour evening sessions held in a local school. Each session had three parts: (1) Lecture; (2) Question-and-answer period, followed by a coffee break, and (3) Discussion groups.

Available from - Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 ($12.50).

ED 056 124 Bolden, Wiley S. and others.

A Report: Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools, June 20-July 22, 1966. Clark College, Atlanta, Georgia. November, 1966. 85p.

The Institute sought to enable 40 counselors and teacher-counselors to develop: (1) understanding of the behavior and personality of the Negro child through study of the historical, sociological, and psychological setting within which Negro children grow-up in America; (2) understanding of the needs and behavior of the Negro and the white child in the desegregated school situation; (3) understand and competence relevant to testing minority group children; and (4) self-understanding and personal effectiveness in interracial and other interpersonal situations. Instruction in each of the three subject matter courses was given three to five times per week during two-hour periods. Lectures, group discussions, panel presentations, demonstrations, films, and a programmed teaching aid in human relations were among the teaching methods used. The Institute period took place between June 20, 1966 and July 22, 1966. The follow-up period continued on to May 1, 1967.

ED 021 278 Chick, Joyce M.

A Special Desegregation Training Institute for Counselors: Race, Culture, and Interracial Group Processes. Technical Report. Florida State University, Tallahassee. Dept. of Counselor Education. March 25, 1968. 112p.

Negro and Caucasian secondary school counselors from the school districts of North Florida and South Georgia were given the opportunity to extend their knowledge of each other's race. The counselors were provided with actual experience, through interracial group processes that enabled them to increase their skills in communicating with persons of other races. Through small group interaction, opportunities for individual-self-exploration and self-understanding were provided. The program was designed to provide the participants with integrated practicum and academic experiences. Sociology studies, a practicum in interracial group processes, and basic encounter groups were part of the program. A post-evaluation workshop was held. Results seemed to be gratifying. Group spirit had been developed, with no regard to race. Task oriented groups studied to problems of desegregation. There was a high degree of participant interest.

ED 050 215 Clark, Todd

"Integration: The First Year": A Role-Playing Simulation on School Integration. October, 1970. 12p.

The focal crises simulated in the game are set in a district integrated at the beginning of the Fall term. Each school had an enrollment that was approximately 52 percent white, 22 percent black, 22 percent Mexican American, and the remainder Oriental. During the early weeks of school, the integration plan worked smoothly. After a short time, racial tensions began to develop in the junior and senior high schools. Caused in most instances by what appeared to be trivial matters, school authorities feared these tensions would develop into more serious problems. Abraham Lincoln, a school of 2,200, was typical of the senior high schools in the district. Since the beginning of the semester, one small incident had followed another until serious racial tension existed on the campus. In an effort to "cool off" the campus and help locate the specific sources of trouble, the principal called together a representative group of parents, teachers, administrators and students for a series of meetings. It is this series of meetings that constitute the roles and stage for the simulation. Participants are assigned roles, including those of black student, teacher, parent, administrator, etc.

ED 056 105 Duke, Ralph L.

Institute for Administrators, Counselors, and Teachers on Selected Problems Occasioned by School Desegregation and Integration. Delaware Univ., Newark. School of Education. August 31, 1966. 30p.

This institute was comprised of three phases: planning, training, and follow-up from April, 1966 through October 1967. Administrators were trained in staff utilization, counselors dealt with typical interracial counseling problems, and teachers were involved in developing educational experiences for the newly desegregated classroom. Among the procedures were work groups, panels, tele-lectures, and sensitivity training.

ED 056 107

"Education and Race Relations" Inservice Training Course: Final Technical Report, Summary Statement of the College Coordinator for the Television Course, Report on Dissemination Efforts, and Evaluation. Massachusetts State Dept. of Education, Boston. August 11, 1967. 45p.

This program utilized a series of films for inservice training of high school teachers in the Boston Metropolitan Area. The course was developed by the Lincoln-Filene Center for Citizenship and Public Affairs and was televised by WGBH-TV in Boston. The series of 28 broadcasts were divided as follows: the initial 45-minute program contained the substantive presentation by an expert in his field; the second program two days later was a discussion by teachers and experts of the presentation given earlier. The planning, the production of the syllabus, and the broadcasts took place in 1965-1966. [Twelve graphs supportive of the final report section have been deleted from this document due to poor reproducibility.]

ED 056 121 Fielder, Marie. Dyckman, Louise M.

Leadership Training Institute in Problems of School Desegregation. California Univ., Berkeley. December 31, 1967. 312p.

All participants were selected on the basis of their leadership qualities, responsible and identifiable concern with the process of school desegregation, and their activities specifically concentrated in the Richmond Unified School District. Of the sixty-nine adult participants, 37 were teachers and 11 were community persons representing both black and white groups. The students, also representative of various socio-economic backgrounds, were in the ninth, tenth, and eleventh grades. Objectives centered around techniques, skills, and understandings necessary to solve problems incident to desegregation. A leadership training model to highlight common factors, was created. The Institute, which afforded the participants the opportunity for interpersonal relationships across race, class, and age lines, was held from June 23 to July 14, 1967.

ED 045 749 Hale, James M.

Teacher Education and School Integration: A Conference Series. Final Project Report, July 1, 1968 - June 30, 1969. Emory University, Atlanta, Ga.; Institute for Services to Education, Washington, D.C. June 30, 1969. 116p.

This is a report on a conference series on teacher education and school integration in Atlanta, Georgia. Information on the most recent conferences since May, 1969, are also included. These conferences are held to have afforded the opportunity for many people to understand and profit from the mistakes and successes of others. Recommendations include:' (1) sensitivity training for teachers; (2) curriculum relevance; and (3) cooperation among black and white colleges. Many participants believed the conferences to be good learning experiences. (Not available in hard copy due to marginal legibility of original document. Also, several pages of a questionnaire have not been photographed because of their poor quality typeface.)

ED 046 884 Heath, Robert W. and others.

Evaluation of an E.P.D.A. Institute. "Teachers for Multicultural Education." Stanford University, Calif. Stanford Center for Research and Development in Teaching. July, 1970. 61p.

An institute to retrain teachers (K-8) for multicultural education was evaluated to determine 1) types of knowledge relevant to teaching in a minority community that can successfully be taught in an 8-week summer institute and 2) changes in attitude and conceptual structure associated with the institute. The program included sensitivity training sessions, role playing activities, and educational seminars. Participants were certified teachers with at least one year of experience in the district (Ravenswood, California); they were employed for the succeeding year to complete the inservice curriculum-development part of the project. Instruments developed for use in evaluation were a 28-item attitude inventory to measure attitude toward racial and ethnic groups; two 20-item word association scales to assess attitude toward concepts given emphasis in the training; and a 150-item final examination covering the six instructional units: Black Experience in Literature, Racism and Prejudice, History of the Civil Rights Movement, History of Tropical Africa in the 19th Century, Afro-American History, and Contemporary Education of Afro-Americans. Instruments were administered as pre- and posttests to participants (N=25) and as posttests to a control group (N=20). Although findings indicated more success in correcting misinformation and imparting new knowledge than in charging attitudes, the institute was considered successful. (Findings and instruments are included.)

ED 048 424 Heller, Steven A.

The Effects of a Five-Day Institute on the Attitudes of Black and White Public School Participants: An Occasional Paper - 1971. Tennessee University, Knoxville. Educational Opportunities Planning Center. 1971. 65p.

One Hundred and seventy-six public school administrators, teachers, and students from the State of Tennessee attended a five-day institute designed to improve intergroup relations within their schools. As one method of indicating the effects of the institute on their attitudes, a pretest and posttest attitudinal survey was administered. This paper presents a statistical analysis of the results of that survey, and reports the attitudinal changes of the black and white school participants; the latter were found to have changed their attitudes about concepts relating to the resolution of racial and student unrest in the schools - for example, desegregation, Martin Luther King, Jr.,and segregation. They also changed attitudes about concepts related to turmoil on the high school campus; such concepts as student unrest, militancy, rioting, and the SDS changed in a positive way. In another aspect of the study, it was found that black and white participant attitudes were different relative to a large number of concepts. In general, black participants were more positive than whites toward concepts dealing with unrest and race, and white participants were more positive regarding concepts that are usually considered to be more conservative.

ED 047 024 Himelrick, John B.

Evaluation Institute on Interethnic Aspects of Public School Education in West Virginia. Final Report. West Virginia Wesleyan College. Buckhannon, West Virginia. April 30, 1970. 36p.

This evaluation of the Institute on Interethnic Aspects of Public School Education in West Virginia consisted of two district procedures. The first was intended to evaluate the effectiveness of the program in terms of the change occurring in the participants as perceived by the participants themselves. This was done by a pre- and postprogram questionnaire. The second evaluation technique was intended to measure the success of the Institute in terms of the action produced at the back-home level. This was done by asking the participants to plan and reduce to writing action programs for their local school systems prior to leaving the program. The participants were then called back to evaluate the progress of the action plans. The report concludes that the greatest change occurred in knowledge of precedures, while less change in racial attitudes occurred. However, favorable attitudes towards desegregated education increased. As for the action-plan evaluation, exactly how many actually made headway is not noted. (Not available in hard copy due to marginal legibility of the original document.)

ED 033 173 Hood, Paul D. Johnson, James N.

The Development and Evaluation of a Television Workshop in Human Relations. Far West Lab. for Educational Research and Development, Berkeley, California. April, 1969. 119p.

A television workshop in human relations for teachers and other school staff was developed as a cooperative project involving the San Francisco and Oakland, California, public schools, a unit of the University of California, the Far West Laboratory for Educational Research and Development, and KQED, the area's educational television station. This pilot project used the technique of audiovisual dramatizations of human relations problems relevant to these inner city schools. Group discussion or role playing followed the viewing of each film program. The report describes the development of the video tapes, the five programs, the discussion leaders and viewers guides, and various other components. One section presents an evaluation of the workshop in terms of context, input, process, and product. The results of this performance field test point to the utility and value of the programs which will be revised and improved on the basis of information collected from the evaluations.

ED 045 751 Huckle, Herbert A.

Tacoma School District No. 10, Title IV In-Service Education Program: An Evaluation. Seattle Univ., Wash. School of Education. September 30, 1969. 28p.

When the Tacoma School District in Washington State moved to end de facto segregation in April, 1968, an inservice training program for teachers was instituted. The objectives of the program were: (1) to develop educators' awareness of prejudices and sensitivity to racial minorities; and (2) to develop procedures for creating this new awareness and sensitivity in educators. The inservice training project (composed of discussion groups) is evaluated by The Urban Awareness Inventory, a collection of statements constructed by black students, which reflect their beliefs about themselves, their community, and the schools. Subjects for the evaluation were selected from black students, teachers participating in the program, and a control group of teachers. Students were asked to agree or dissent to the statements; teachers were asked to respond by indicating the percentage of black students the teachers thought would endorse the statement as true. From the results, it is held that there is no difference between the estimates of the two groups of teachers. The similarity is so close that the evaluation concludes that the Title IV workshop project had no discernible effect on the participants' awareness of the beliefs and opinions generally held by Tacoma's black students.

ED 056 117 Jackson, Jonathan Kirkpatrick, David.
Institute for the Preparation of Counselors and Teacher-Counselors for Effective Service and Leadership in Desegregated Schools, June 12-July 14, 1967. A Report. Clark College, Atlanta, Georgia. November, 1967. 83p.

Forty guidance counselors and teacher-counselors,who were interested in improving their skill and competence in dealing with desegregation problems, met for a period of five weeks from June 12 to July 14, 1967. The main content of the Institute program consisted of classroom and practice experiences: (a) the classroom courses were concerned with the psychology and sociology of school desegregation, and the dynamics of race relations; (b) the practice experience centered on a human relations practicum, "T" groups, and the use of audio-visual materials.

ED 014 638 Johnson, Dale L. and others.
"A Human Relations Training Program for Hospital Personnel." Journal of Health and Human Behavior. Vol. 7, No.3, Fall, 1966.

A human relations training laboratory was conducted to provide training in interpersonal relations for dietetic interns and occupational therapists. General objectives of the training program were - to help students become more aware of their own behavior, of leadership styles, ways of receiving criticism, and modes of dealing with others. The one-week training session consisted of lectures, exercises in group dynamics, and role playing. Group discussions were self-directed. The session was evaluated through the use of the Firo-1 scales administered before and after training of the laboratory group, and to a comparable group of dietetic interns who did not receive the training. Analysis of variance revealed significant gains for the trained groups, but not for the controls, in scores for personalness - affection and expressiveness - inclusiveness scales. Participant satisfaction was revealed by other rating scales, particularly for the small group activities.

ED 055 304 Kelly, Eugene W., Jr.
Changes in Racial Prejudice and Dogmatism as a Result of Interracial Counselor Training Experiences. South Carolina University, Columbia. April 7, 1971. 14p.

After failing to obtain a change in racial attitudes during an initial counselor training institute, changes were made for a subsequent institute. The second institute eliminated large group sessions, emphasized small group encounter and provided biracial leadership in each small group. Some participants also received special training in genuineness. Results of the second institute indicated that at the end of the institute whites expressed significantly less prejudice toward Negroes, one small group showed significantly less global social distance, and members of the genuineness training group expressed significantly less racial prejudice as well as global social distance.

ED 056 128

Leadership Development and Human Relations Seminar, 1969: Second Annual Teacher Desegregation Institute. Duplin County Board of Education, Kenansville, N.C.; James Sprunt Inst., Kenansville, N.C. June, 1969. 140p.

The objectives of this institute were to provide: a community forum; and unhurried setting; a team approach for experienced teachers to share knowledge; community analysis; and, service for more teachers from a larger geographic area in their pursuit of good human relations between black and white school personnel. Large group demonstrations were accomplished through the use of visual and audio media; small groups met during which teachers and administrators applied techniques analysis to specific localities served by them. The summer workshop took place during 1969.

ED 047 022 Lede, Naomi W., Ed.

Sensitivity Training and Faculty Desegregation. Bishop College, Dallas, Texas. 1969. 95p.; Proceeding of Faculty Desegregation Institute (1st Bishop College, Dallas, Texas, July 14-August 1, 1969).

This is a record of the proceedings of the First Faculty Desegregation Institute held at Bishop College. Included is a chronology of program activities (lectures, field trips, etc.). Position papers on intergroup relationships, disadvantaged children, race relations in America, and the nature of prejudice for the major part of the record. In addition, an evaluation of participants' responses is appended. Also included in the appendices are a description of participants, pictorial highlights, preliminary evaluation of the institute, and news coverage. (Not available in hard copy due to marginal legibility of the original document.)

ED 056 119 Lovejoy, Gordon W.

"Into the Main Stream...," Institute I - the Changing Community, June 7-July 2, 1965. Tulsa University, Okla. August 6, 1965. 67p.

The Institute was held from June 7 through July 2, 1965 and was designed to be the first in a series of related but independent institutes for school personnel in Eastern Oklahoma and Western Arkansas concerned with changing patterns of human relations. The single, basic objective was to assist participants in understanding those forces of change at work within the comtemporary community which assist schools to desegregate and those which retard or delay school desegregation. Seventy-one participants were principals and forty-four were teachers. An underlying assumption of the program is that Institute members have more interest in human relations than real knowledge; therefore, emphasis was placed on the academic content of the Institute.

ED 056 131 McAllister, James W.

A Workshop Designed to Alleviate the Fears, Prejudices, and Misconceptions of Personnel in the LaGrange City and Troup County School Systems with Respect to Their Associations With Members of the Opposite Race in Order to Ensure the Continued Successful Functioning of the Educational Program. La Grange City Board of Education, Ga.; Troup County Board of Education, LaGrange, Ga. September 30, 1970. 43p.

This report deals with a workshop type in-service training program in interpersonal relations involving the various categories of school personnel with each other, with area, regional, and/or national consultants, and with the consultative team from the School Improvement Center at the University of Georgia. The program was conducted during a two week period beginning August 10, 1970, and continuing through August 21, 1970.

ED 057 370 Papell, Catherine P.

Sensitivity Training: Relevance for Social Work Education. Adelphi University, Garden City, New York. January, 1971. 32p. Paper presented at annual Program Meeting of Council on Social Work Education, Seattle, Washington, January 26-28, 1971.

The author explores the validity of sensitivity training for professional social work education with its inherent concern for the relation between experiential and theoretical learning. The various streams in the sensitivity training movement are surveyed and the laboratory concept identified as particularly relevant. A human relations laboratory offered annually as a supplementary educational opportunity for professional social work students at Adelphi University, is described. A clear definition of goals is stressed, as well as careful planning which includes students. Initial, impressionistic evaluations by students are included. The author concludes that sensitivity training has much to offer for both teaching and practicing of social work, and suggests further exploration of the use of the human relations laboratory for social work education.

ED 041 077 Parker, Glenn M. O'Connor, William.

Racism in Schools: A Response Utilizing Laboratory Training. New Jersey Community Action Training Institute, Trenton. 1969. 33p.

This paper reports a trial program in laboratory training with a focus on racism which was conducted in a suburban school system in the fall of 1968. The voluntary enrollment inservice program was instituted for professional personnel, community residents, and school board members in response to their hesitancy in discussing race relations openly or objectively. The staff was ethnically mixed, with varying degrees of educational background and work experience. They were chosen not only for their training competence but also for their ability to relate to a diverse participant group. The basic learning technique was T-group. Following the first session the participants were divided into three groups which remained intact for the full four days. The groups generally included about ten people. Some attempt was made to mix the groups according to race, sex, age, and classification. Two trainers were assigned per group. The basic evaluation instrument was a written reaction form completed by the participants following the training.

ED 045 742 Powell, James H. and others.

Interim Report of the Institute for Supervisors of Student Teachers on Problems Occasioned by Desegregation on Public Schools, July 6 Through August 12, 1965. Kentucky University, Lexington College of Education. August 24, 1965. 45p.

Forty-four prospective supervising teachers from public schools in Kentucky, cooperating in the student teaching programs of colleges and universities, participated in this Institute funded under Title IV of the 1964 Civil Rights Act. The objectives were to provide participants with a basic experience in human relations in an interracial setting; this would expand their knowledge and understanding, needed to work effectively in a desegregated school setting. Further, special problems confronting supervising teachers as they guide student teachers, who are presently in or will subsequently join integrated faculties of desegregated schools, were identified and analyzed. In an attempt to create a candid, open, and honest atmosphere for interpersonal interactions, heavy emphasis was placed on relatively unstructured group discussionsl Public school personnel with experience in desegregated schools discussed the problems they had faced and the solutions that had emerged. Among the many results and conclusions was the consensus that participants became more skillful and comfortable in interracial discussions of social and educational problems.

ED 056 127 Shaftel, Fannie R. Robinson, John T.

Intergroup Workshop for Special Training on Problems of School Desegregation. Interim Report, Final Report and Follow-up in Participating School Districts. Stanford Univ., Calif. 1965. 57p.

Participants consisted of thirteen teams of teachers, administrators, and supervisors from ten school districts of the West: fifty-six in all, from several cities and suburban areas that presented de facto segregation. Iarge and small group discussion, evening sessions, library work, tape recording, and films were utilized by the participants. The first week was comprised of topics such as civil rights, the need for desegregation and integration, and "complacency shocking" experiences. The second week concentrated on curriculum and discussion of community practices. Individual and team production of plans for furthering integration made up the third week's activities. The workshop, a live-in experience, was held at Stanford University from August 2, 1965 through August 25, 1965.

ED 045 748 Shearouse, H.S.

In-Service Education to Solve Problems Incident to the Elimination of the Dual School System. Final Technical Report. Rockdale County Public Schools, Conyers, Ga. November 26, 1969. 127p.

The Rockdale County Board of Education (Georgia) operated an inservice program on desegregation in 1969. The purpose of the program was to prepare the school system and the community for desegregation by working with the teaching staff. A Coordinating Committee was set up, which participated in sensitivity training sessions in order to lead small discussion groups. Topics in the seminars included the following: the disadvantaged child; student and teacher experiences in desegregated schools; sensitivity; and,

black-white confrontations. At the fourth seminar, the teaching staff made recommendations which are included in this report on the program. Results of this inservice program are considered to be shown in the smooth transition into desegregated schools; the Coordinating Committee provided strong leadership, and the small discussion groups demonstrated the value of letting faculty members tackle school problems. A semantic differential questionnaire was administered to the faculty before and after the program. Results show a positive change with regard to the inservice program and its objectives. (Not available in hard copy due to marginal legibility of original document).

ED 045 753

Special Training Institute on School Desegregation for School Personnel in South Carolina, 1968-1969. South Carolina Univ., Columbia.School of Education. 1970. 106p.

The overall objective of this Institute is to improve the ability of school personnel on all levels to recognize and deal effectively with special problems occasioned by school desegregation. Large group institutes of two to ten days for teachers, administrators, supervisors, and guidance personnel are offered. Local leaders are encouraged to participate in planning, organizing and carrying out these institutes which help educators focus on basic problems of human relations, resource materials, grouping, evaluation, and scheduling. In some cases, extended institutes devoted to specific problem areas may be conducted over several months. School districts are encouraged to take a comprehensive approach to desegregation involving school personnel, the total community, and students. To help districts carry out this task, leadership Planning Institutes: (1) provide an opportunity for educators of both races to engage in genuine dialogue in order to open an honest exchange of ideas and expressions of feeling which will sensitize the leadership group to problems incident to integration; (2) prepare participants to take an active, leadership role in future institutes for other school personnel in the district; and (3) prepare local leaders who can work with students and the total community. (Not available in hard copy due to marginal legibility of original document.)

ED 056 106 Swearingen, Mildred E. And Others.

Institute Training Programs on Problems of School Desegregation: Interim Report, Final Report, and Followup Conference. Florida State Univ., Tallahassee. Dept. of Educational Administration. 1966. 40p.

The objectives of the Institute were to provide selected elementary school principals of North Florida, Southwest Georgia, and Southeast Alabama with information, insights, and skills necessary to cope with problems arising from school desegregation. The participants within the service area of Florida State University were involved in twenty formal training sessions of lectures, discussion, case studies, role playing, and individual study. In the concluding follow-up conference to the Institute programs there were three groups represented in separate institutes: elementary school principals, secondary school principals, and supervisors and curriculum specialists. The programs took place from September, 1965 through August, 1966.

ED 051 328
Tri-Cultural Sensitivity In-Service Training Program Report. Bernalillo Public Schools, New Mexico. Jan.30, 1970. 259p.

...funded by the Federal government under provisions of Title IV, Public Law 88-352 (Civil Rights Act) of 1964, was developed in response to the results of a system-wide survey of the staff in 1967. Eighty-five percent of the teachers granted that a deficiency in knowledge, understanding, and the know-how of communications among the cultures of Mexican American, Indians, and Anglo Americans could be the reason for failure to meet the needs of the students. Among the objectives of the program were: to conduct training for the professional staff, the student population, the community, and non-certified personnel with regard to human values by means of in-service programs geared to the specific needs of each respective group; conduct nightly concentrated beginning-of-the-year orientation in-service sessions according to the individual needs of the staff; and, to prepare long-range sequential procedures, which will lead to a balanced curriculum and provide for relevancy in the instructional program,so that students will get more meaning by being able to relate their home environment to their school environment, at least partially.

ED 056 130 Turner, H.C.
Team Teaching, Employing a Variety of Methods for Spanish/Anglo-American Integration. Titl IV, 1969-70, Final Report. Las Vegas City Schools, N. Mex. 1970. 52p.

A total of thirty participants, mostly teachers, underwent an in-service training program to develop "cultural awareness" in 1969-1970. The project plan was as follows: (1) cultural sensitivity training; (2) cultural awareness, curriculum objectives, and development training; (3) instruction methods and strategies, philosophy of human development, development of teaching units, and Interaction Analysis training; and, (4) follow-up and evaluation. (Parts of this document, especially the appendices, may not be clearly legible when reproduced, due to the print quality of the original document.)

ED 045 741 Wandt, Edwin
Evaluation of the Institute Program: The Human Relations Role of the Building Administrator. California State College, Los Angeles. June, 1967. 30p.

This report evaluates the value and success of an Institute Program in human relations for educators and administrators in Los Angeles, California. Specific objectives include: (1) determining the overall value of the Institute to participant administrators; (2) determining the specific strengths and weaknesses of the Summer Institute Program; and (3) determining the value of the monthly follow-up meetings held during the school year. In this evaluation, the program is treated as a single entity although it was not so conducted. It was assumed that the participants would be the best source of information on the Institute Program, and would be willing to give frank responses. The basic information gathering technique was a questionnaire series distributed during the progress of the program. There are four separate evaluations in all. It is concluded in the overall evaluation report that a large majority of the

participating administrators considered the program a success. Most of the participants reported that they would recommend a similar program to friends, that the Summer Institute was helpful in dealing with human relations problems, and that the program influenced their subsequent behavior. Also, the Summer Institutes were considered somewhat more successful than the monthly meetings during the school year. (Not available in hard copy due to marginal legibility of original document.

ED 067 996 Wells, Robert N.

Short-Term Training Program. The American Indian Student in Higher Education. Saint Lawrence Univ., Canton, N.Y. 1971. 73p.

The participants in the Training Program on the American Indian Student had 4 major objectives: (1) to obtain a working knowledge of Indian values, culture, unique historical experience in our society and contemporary problems; (2) to develop an attitude of respect and concern for Indian life styles and for the Indian student's need to preserve them, and to preserve his own cultural identity within the dominant non-Indian culture; (3) to develop skills in recognizing the myriad of problems facing the Indian as an applicant to college and as a student striving toward a successful college experience; and (4) to develop programs to meet these problems with solutions compatible with the Indian student's goals. This document presents a general outline and evaluation of the program. Several needs of the program are identified: (1) more Indian registrants; (2) a full-time Administrative Assistant; (3) on-campus living; (4) advanced reading and preparation by registrants; (5) more emphasis on contemporary problems; and (6) workshops. Strengths and weaknesses of the program are listed. It was concluded that the time and money invested in the training program achieved maximum benefits for the participants.

ED 045 740 Willey, Darrell S.

Interim Report for an Interdisciplinary Institute for In-Service Training of Teachers and Other School Personnel to Accelerate the School Acceptance of Indian, Negro, and Spanish-Speaking Pupils from the Southwest. New Mexico State Univ., University Park. August, 1966. 93p.

This report of an Institute for inservice training of teachers and other school personnel to accelerate the acceptance of Indian, Negro, and Spanish-speaking pupils in the Southwest involved 40 participants consisting of elementary and secondary teachers and principals, special education teachers, and guidance personnel selected from 35 schools within 23 school systems in five states. Major objectives were: (1) to provide educators with an insight into the social, cultural, political, and economic factors affecting the efficiency of educational programs in operation in multicultural Southwestern communities; and, (2) to develop the ability to analyze and create educational programs better suited for schools with significant numbers of minority group students. The Institute consisted of five series of lectures and small group seminars on various cultures and their respective histories, as well as field experience involving a school-community survey. The report concludes that the second major objective must await assessment until the impact of the Institute on local schools can be described. An interim evaluation of the first objective is held to be promising. Other evidence cited is considered to indicate that the Institute has been most successful in heightening the sensitivity of participants to the problems of educating children from diverse ethnic backgrounds. (For Interim Report Number 2, see ED 015 033.)

ED 047 030 Gordon, Edmund W. Miller, Julia Wang.
Planning Educational Change: Volume 3, Integrating the Desegregated School - A Review. Columbia University, New York, New York. National Center for Research and Information on Equal Educational Opportunity. November, 1970. 12p.

"Planning Educational Change: Vol. III, Integrating the Desegregated School," by Chesler, Jorgensen, and Erenberg is reviewed in this issue of the "NCRIEFO Newsletter." The book in question tries to provide teachers and administrators with methods for improving race relations in desegregated schools. Some of the techniques suggested include role playing for students, sensitivity sessions for teachers, and diagnosis of school sentiment through the use of questionnaries. The reviewers suggest that discussion of basic issues might enhance educators' understanding of the problems involved in school desegregation. Also discussed are organizational strategies for planning desegregation such as pairing, school closing, open enrollment, and educational parks. In conclusion, the reviewers note that the requirement for the proper utilization of the ideas in "Planning Educational Change" is a commitment to work toward the achievement of a racially integrated society. This issue of the "NCRIEFO Newsletter" also lists recent works (documents as well as journal articles) on equal educational opportunity. For the book reviewed, see ED 042 071.

ED 027 298 Kirchenbaum, Howard
Teaching the Black Experience. Educator's Guide to Media and Methods, Vol.5, No.2, October, 1968. p.28-31.

Instructional materials and teaching approaches can be used to get students to seriously and constructively confront problems in race relations which they will eventually have to solve. For example, Richard Wright's "Black Boy," an anthology of Negro poetry,or a collection of poems on race relations, and such films as "Where is Prejudice?" can interest students and stimulate discussion. Another useful technique is to present students with a short story on race relations and then let them write a short story on the same subject. Dittoing and organizing the stories into a class magazine will stimulate further interaction and discussion. A riot simulation with flashing lights and readings can alert the class to mob feelings, and interschool visitations in which urban White and slum-school Black students explain their views to each other can generate empathy. The biggest problem, widening the White students' understanding of the Black situation can be achieved through various approaches - an introduction to the history of the Negro in America; a discussion of Southern prejudices with emphasis on lynching and enforced race separation; an account of a slave auction; and, in a unit on "To Kill a Mockingbird," a discussion of lynching and the death penalty for rape in the deep South.

Available from - Media & Methods Institute, Inc., 134 No. 13th St., Philadelphia, Pa. 19107 (Single copy 75¢).

ED 056 129 Nelson, Robert J.
Human Relations Workshop Leader's Guide. 1967. 95p.
This summer workshop was help in 1967. This guide includes how to lead discussions, ask challenging questions, use feedback, observe behavior of members, make thought-provoking statements, and summarize points. Also included are guides to film discussion, materials on the disadvantaged child, and attitude inventory, tapes on discipline situations, role playing, isolation techniques, Negro History Games, and other topics. (Parts of this document may not be clearly legible when reproduced, due to the print quality of the original document. Also, one page of copyrighted material has been deleted.)

ED 031 543 Rose, Peter I.
The Subject is Race: Traditional Ideologies and the Teaching of Race Relations. 1968. 181p.
This book is a report of a nationwide survey, begun in 1965, on the kinds, extent, curriculum content, and academic climate of race relations courses taught at colleges and universities. Information was also sought on the texts and readings, research activities, and teacher qualifications. Data were gathered through mail questionnaires sent to 2,483 schools throughout the country. The book includes historical background material on the existence and persistence of prejudice and discrimination. Also present are the views of sociologists and anthropologists on racial and cultural differences and intergroup conflicts. Four chapters present the findings of this study.
Available from - Oxford University Press, New York, N.Y. $1.50

ED 063 425 Rothman, Jack, Ed.
Promoting Social Justice in the Multigroup Society: A Casebook for Group Relations Practitioners. 1971. 252p.
This volume represents a modest effort to meet the critical need for teaching materials of all sorts relating to work with racial and ethnic groups, both in social work and other human service professions. The approach taken here is to produce a range of source materials which illustrate and illuminate aspects of group relations practice. Such a source book, composed of cases, documents, episodes of practice, agency reports, etc., is intended to highlight issues and techniques and to provoke systematic analysis relative to this area of practice. Its purpose is both to teach and to stimulate further conceptualization concerning this very important field of work. The framework concerning group relations practice which is reflected in this book is broad and eclectic.
Available from - Association Press, 291 Broadway , New York, N.Y. 10007 ($6.50).

ED 044 463 Venditti, Frederick P.
Guidebook for Discussion Leaders for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. Tennessee University, Knoxville. College of Education. 1970. 109p.

This booklet is a guidebook for leaders of small group discussions in the Valleybrook Elementary School-Lakemont High School Simulation Game. The game focuses upon typcial problems of elementary and secondary schools with heterogeneous (racial and ethnic) student bodies. The information in the guidebook is confined to a brief explanation of the role of the leader of group discussions, some procedural and general suggestions for facilitating participant interaction, a brief discussion of role-playing, and a series of synopses of both filmed and written problems with related questions or suggestions appended. Incident Response Sheets for participants are also included.

ED 044 464 Venditti, Frederick P.
Participant's Handbook for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. Participant's Workbook. Tennessee University, Knoxvill. College of Education. 1970. 106p.

This booklet is a participant's handbook for playing the Valleybrook Elementary School-Lakemont High School Simulation Game. In this game, the participant tries to deal with simulated problems faced in desegregated schools. The participant either plays the role of Terry Patterson, a new fifth grade teacher in Valleybrook Elementary School, or that of Sandy Johnson, new teacher at Lakemont High School. Information presented to the participant in this booklet includes excerpts from faculty handbooks and student cumulative records. Additional information comes from (1) filmed orientation meetings and fellow-up role-play sessions with the principals of Valleybrook, Lakemont, or of Valleybrook and Lakemont, (2) the content of the filmed and pencil-and-paper problems themselves, and (3) supplementary written information. A separate workbook of problems for the participant is also included.

ED 044 465 Venditti, Frederick P.
Program Director's Manual for Solving Multi-Ethnic Problems: A Simulation Game for Elementary and High School Teachers. Tennessee University, Knoxville. College of Education. 1970. 137p.

This manual has been prepared for the use of program directors who will assume the overall responsibility for planning and conducting the Valleybrook Elementary School-Lakemont High School Simulation Game. The game is created to give professional school personnel and prospective teachers opportunities to come to grips with typical problems of desegregated elementary and secondary schools. It is designed to pinpoint the most real and urgent problems, to generate intense personal involvement in heuristic problem-solving activities, and to promote meaningful human interaction in multi-cultural groups. In the game itself, majority-white elementary and secondary schools have been simulated in which players assume the roles of new teachers. The players practice solving typical problems in desegregated schools, which are presented on film, in written incidents, and through role-plays. The manual itself contains a description of the components of the game, instructions for conducting the game, discussion of administrative activities, and problem materials.

MATERIALS FOR PROMOTING RACIAL AWARENESS BY STUDYING ETHNIC GROUP CHARACTERISTICS AVAILABLE IN ERIC MICROFICHE COLLECTIONS AND EASILY PURCHASED FROM NON-ERIC SOURCES

ED 044 459 Alloway, David N. Cordasco, Francesco

Minorities and the American City: A Sociological Primer for Educators. 1970. 134p. Available from-David McKay Company, Inc., New York, N.Y. Not Available from EDRS.

This monograph attempts to set the new minorities of American cities within a historically intelligible context. Although it addresses itself to educators and schools, it is not limited to this audience alone, and seeks to clarify the complexity as well as the origin of urban "problems." Major concepts from the literature on urbanization have been distilled so that a basic conceptual design may emerge. Power, authority, responsibility, ethnocentrism, class, racial antagonisms, social reform movements, and problems of leadership are related to psychological and sociological components. A clear apprehension of the context and milieu in which education functions is considered imperative if the schools are to continue to provide avenues of social mobility for new residents.

ED 047 02[illegible] Binzen, Peter.

Whit[illegible]wn, U.S.A. Carnegie Corp. of New York, N.Y, 1970. 313p. A Philadelph[illegible] Bulletin Book. Available from-Random House, New York, N.Y. Document Not Available from EDRS.

Lower middle-class whites who support their police, who paste flags in their car windows, and who comprise a most volatile political constituency are the subject of this book. In particular, Kensington, a blue-collar neighborhood in Philadelphia, is examined: Irish, Italians, and Poles are found to be as angry and disaffected as their neighboring blacks. In the schools, some of the lowest reading and arithmetic scores are found in lower middle-class neighborhoods. The young people often manifest symptoms of alienation. One chapter, "The Schools of Whitetown--Then and Now," concentrates on the history of white ethnic groups in public schools. The white working class has used the public school system to move upward in American society; these people are now afraid that all resources and energy will be channeled toward the black community and away from them.

ED 058 349 Campbell, Angus

White Attitudes Toward Black People. Michigan Univ., Ann Arbor. Inst. for Social Research. August, 1971. 182p. Available from Publications Division, Institute for Social Research, University of Michigan, Box 1248. Ann Arbor, Michigan 48106. Not available from EDRS.

The major purpose of this monograph is to make available a substantial array of data regarding racial attitudes accumulated in a series of sample surveys taken by the Survey Research Center between 1964 and 1970. The first six chapters report the findings of a study undertaken in early 1968 in 15 major cities of the United States at the request of the National Advisory Commission on Civil Disorders, and supported by a grant from the Ford Foundation.

Chapter seven summarizes date obtained in response to a set of identical questions asked of samples of the national population in the Fall of 1964, 1968, and 1970. The final chapter considers the implications of these findings for the future of race relations in this country. The 15-city study with which this monograph is primarily concerned involved interviewing 2945 white and 2814 black respondents between the ages of 16 and 69 from January through March of 1968. The three national surveys summarized in chapter seven were developed by the Center for Political Studies. These samples were drawn to represent the poplultaion of voting age in the continental United States, with a total of 1558 respondents in 1964, 1536 in 1968, and 832 in 1970. These three studies were mainly concerned with an analysis of voting in the national elections of those years; the small block of questions regarding race was included as incidental to that purpose.

ED 066 548 Carlson, Lewis H. Ed. Colburn, George A. Ed.
In Their Place: White America Defines Her Minorities, 1850-1950. 1972. 370p. Available from John Wiley & Sons, Inc. 605 Third Avenue, New York, N.Y. 10016. Not available from EDRS.

This sourcebook includes addresses by American Presidents, speeches by Congressmen and Senators, decisions by the U.S. Supreme Court, and articles in prestigious, scholarly journals, popular fiction, and mass-circulation magazines which were sampled over a 100-year period from 1850 to 1950. Each of sevan parts discusses such topics as the image of the particular group in literature, scientists and the group, the legal status of such groups, and the segregation of the groups from "mainstream" American life. Part 1 discusses the American Indians, Part II the Afro-Americans, Part III the Chicanos, Part IV the Chinese Americans, Part V Japanese-Americans, Part VI Jewish-Americans, and Part VII the Anglo-Saxon and the new immigrant. A list of selected readings included.

ED 066 539 Cordasco, Francesco And Others.
Puerto Ricans on the United States Mainland: A Bibliography of Reports, Texts, Critical Studies and Related Materials. 1972. 160p. Available from Rowman & Littlefield, Totowa, N.J.

The contents of this annotated bibliography are divided into six parts, prefaced by a general description of the conditions and problems of the Puerto Ricans on the United States mainland. Part I comprises a list of general bibliographies. Part II concerns "The island experience," and first lists general works and then specific works. Part III concerns "The migration to the mainland." Part IV concerns "The mainland experience," and first lists general studies and then studies specifically concerning conflick and acculturation. Part V focuses on "The mainland experience: education." In the first of three sections, it lists unpublished materials; then unpublished and published materials from the New York City Board of Education; and, finally, general studies. Part VI, "The mainland experience: the social context," first lists materials on "health, employment, and related social needs," and then on miscellaneous topics.

ED 015 816 Fogel, Walter

Mexican-American Study Project. Advance Report 10, Mexican Americans in Southwest Labor Markets. Report number AR-10, Oct. 1967. Available from The Division of Research, Graduate School of Business Administration, University of California, Los Angeles, California. 90024. 225p.

ED 061 367 Greeley, Andrew M.

Why Can't They be like Us? Facts and Fallacies About Ethnic Differences and Group Conflicts in America. Pamphlet Series, Number 12. American Jewish Committee, New York N.Y. April, 1969. 86p. Available from Institute of Human Relations Press. The American Jewish Committee, 165 East 56 St., New York, N.Y. 10022.

This book focuses on a position contrary to the melting pot theory: namely, that group identity persists in America today. Discussed are the nature of ethnicity, the origins of various ethnic groups, the assimilation rate of ethnic groups, competition between ethnic groups, group differences, and the future of ethnic groups. The author distinguishes between cultural and structural assimilation, presents a theses for the developmental process which may be common to all ethnic groups, and concludes by suggesting new ways in which American politics may deal with the problem of ethnicity in the next decade.

ED 041 980 Hernandez, Luis F.

A Forgotten American: A Resource Unit for Teachers on the Mexican American. 1969. 56p. Available from Anti-Defamation League of B'nai B'rith 315 Lexington Avenue, New York, N.Y. 10016.

This guide for teachers on the Mexican-American provides information as to their origin and background, history and culture, their acculturation through time, the conflicting values they possess in relation to those of Anglo-Americans, their family structure, the characteristics of Mexican-American students, and "Chicano power". Also included in this guide are a list of recommended readings, a survey of Mexican history, a select bibliography of Mexican history and culture, and sources for further information.

ED 066 527 Hsu, Francis L.K.

Americans and Chinese: Reflections on Two Cultures and Their People. 1972. 520p. Available from Doubleday Natural History Press, 501 Franklin Avenue, Garden City, N.Y.

This book focuses on two contrasting ways of life: the individual-centered American way and the situation-centered Chinese way. In the American way of life, the emphasis is placed upon the predilections of the individual. This is in contrast to the emphasis the Chinese put upon an individual's appropriate place and behavior among his fellow men. Additionally, there is a prominence of emotion in the American way of life as compared with a tendency of the Chinese to underplay all matters of the heart. These two sets of contrasts are interrelated. Being individual-centered, the American moves toward social and psychological isolation. His happiness tends to be unquali-

fied ecstasy, just as his sorrow is likely to mean unbearable misery. A strong emotionality is inevitable since the emotions are concentrated in one individual. Being more situation-centered, the Chinese is inclined to be socially or pyschologically dependent on others, for this situation-centered individual is tied closer to his world and his fellow men. His happiness and his sorrow tend to be mild since they are shared. These fundamental contrasts will be found at the core of the unique and deeply embedded problems and weaknesses which plague each society, such as racial and religious intolerance in America and economic poverty and bureaucratic oppression in China.

ED 061 369 Kiser, Clyde V.

Demographic Aspects of the Black Community. Milbank Memorial Fund, New York, N.Y. April, 1970. 356p.

This volume contains the Proceedings of the Conference on "Demographic Aspects of the Black Community," held in 1969, and organized by the Milbank Memorial Fund. The Conference was held with the belief that knowledge of demographic characteristics and trends of the black community is essential to better understanding of various problems of the black community such as jobs, housing, health, education, and civil rights. The four "parts" of this volume correspond to the four half-day sessions of the Conference: (1) background information on demographic trends, urbanization of blacks, and patterns of negro-white residential segregation; (2) marriage and the family; (3) fertility and family planning; and, (4) needed research on demographic aspects of the black community. In addition, all four parts contain a record of the informal discussion as well as statistical charts.

ED 064 445 Noar, Gertrude.

Sensitizing Teachers to Ethnic Groups. B'nai Brith, New York. 1971. 24p. Available from Anti-Defamation League.

This booklet on human relations attempts to convey to teachers the meaning and intent of "learning to live together." Separate sections deal with what teachers need to know about Blacks, American Indians, Mexican-Americans, Puerto Ricans, the disadvantaged, Asian-Americans, Jews, and the many Caucasian ethnic groups. The focus in each race is on their history, social problems, differences within the race, and social differences due to past and present experiences, and in the case of the disadvantaged, on nutrition, environmental influences, and socioeconomic background.

ED 045 777 Smith, Arthur L. Jr.

Toward Transracial Communication. Center Monograph Series, No.1. California Univ., Los Angeles. Afro-American Studies Center. 1970. 36p.

This monograph attempts to explore and explain communication between different racial groups within the scope of existing communication theory. The question of race and culture as variables in effective verbal interaction is again raised. No solutions are presented but basic problems are pointed out. An account of some characteristics of transracial communication in the attempt to understand the constraints and pressures of interracial communication is given. Concepts such as ethnic groups, recurring linkages, structurization, and normalization are used.

ED 063 424 Marx, Gary T.

Protest and Prejudice: A Study of Belief in the Black Community. 1967. 311p. Available from Harper & Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016.

This book is concerned with both the reaction of Negro Americans to their oppression and quest for justice, and the hostility of Negro Americans toward whites and the extent to which protest is linked to this hostility. The first part of this study is concerned with describing various Negro responses to the civil rights struggle and evaluating their prevalence. The second part of this study seeks to ascertain just how widespread hostility toward whites is, where it is located, and what factors are most useful in understanding it. It also examines Negro attitudes toward one white group in particular, the Jews. The interviews on which this study is based were conducted in October, 1964. One thousand one hundred and nineteen interviews were conducted with Negro adults obtained from several different samples. The first, the metropolitan sample, consists of 492 persons and is representative of Negroes living in metropolitan areas of the nation outside the South. Four urban centers were also chosen for special study, and a representative sample of Negroes selected from each of the following cities: Chicago, New York, Atlanta, and Birmingham. Interviewing and sampling were done by the National Opinion Research Center at the University of Chicago. The interviews lasted from 60 to 90 minutes, and were mostly conducted by Negro interviewers.

ED 069 824 Tumin, Melvin M., Ed. Anderson, Barbara A., Ed.

Research Annual on Intergroup Relations, 1972. B'nai B'rith, New York, N.Y. Anti-Defamation League. 1972. 242p. Available from Quadrangle Books, Inc. 330 Madison Avenue, New York, N.Y. 10017.

This compendium reports research on intergroup relations in progress, completed, and published during 1970 and up through June 30, 1971, or work proposed for the future. There is also an occasional report that dates back to earlier years. Such earlier work has been included where relevant research had for some reason not been previously reported. The criteria for inclusion of reports are substantially the same as those used in previous years, that is, the studies must normally deal with relationships between ethnic, racial, religious, or national groups. The reports are formulated on the basis of questionnaires which were sent to correspondents throughout the world. This year's questionaire has added the term "linguistic" to the four terms above in view of the possibility that the groups studied might be primarily defined in terms of linguistic differences. The "Annual" is international in a two-fold sense. First, completed questionnaires were received this year from researchers on all continents, involving some 55 different countries. Second, the public whom this information reaches, through the medium of the "Annual," is also found throughout the world.

ED 045 757 Weinberg, Meyer, Comp.

The Education of the Minority Child: A Comprehensive Bibliography of 10,000 Selected Entries. Integrated Education Associates, Chicago, Ill. 1970. 542p. Available from Integrated Education Associates, 343 South Dearborn Street, Chicago, Ill. 60604.

This bibliography has been produced in association with the Center for Urban Studies of the University of Chicago for use in its project entitled "The Urban Negro American in the Twentieth Century." Central emphasis is on the black child; lesser stress is on Mexican American, Puerto Rican, and American Indian children; and some attention is given to children from Oriental, poor white, Jewish, and European Immigrant backgrounds. For black and American Indian children, references go back to the colonial period of American history. The great bulk of the book, however, reflects the literature of the past 70 years. Materials included bear on the child himself, the school, the immediate milieu, and the larger community. Ample note is taken of materials on the culture of various minority groups.

MISCELLANEOUS ERIC REPORTS

ED 039 302 Downs, Anthony

Racism in America and How to Combat It. Clearinghouse Publication. Urban Series, No.1. Commission on Civil Rights, Washington, D.C. January, 1970. 46p. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The first of a series of publications to be issued by the Commission on Civil Rights, this booklet is designed to promote discussion and understanding of the manifestations and costs of rascism and, especially, to stimulate action by groups and individuals to effect necessary change.

ED 061 370

Equal Educational Opportunity Workshop for Human Rights Workers at the Annual Meeting of the National Association of Human Rights Workers, Seattle, Washington, October 3-7, 1971, Special Report. Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity. Feb., 1972. 32p.

The Equal Education Opportunity Workshop for Human Rights Workers focused on the theme "Equal Educational Opportunity--What Does It Mean to the Human Rights Worker? A Deep Examination of Professional Commitment." Most school systems and educational institutions have human rights specialists devoting staff time and resources to race and culture-related problems; yet progress towards equal educational opportunity is slow. Professionals at this workshop examined the progress and the necessary commitment of the professional human rights worker in the desegregation program setting. Several general sessions were held, and following them were simultaneous small group workshop sessions. This report contains excerpts from the small group workshops and covers topics such as: (1) strengthening personal skills in recognizing culturally based bias impediments to optimum professional function in desegregation programs; (2) an exploration of major intergroup relations issues in desegregation programs and related problems in personal interaction; (3) cultural shock as it occurs in situations of enforced inter-cultural intimacy at the initiation of school desegregation; and, (4) an informal psycho-social assessment of various school desegregation techniques. Many of the speeches presented at the workshop are reprinted here.

ED 015 308 Ferman, Louis A.

The Negro and Equal Employment Opportunities, a Review of Management Experience in Twenty Companies. Michigan University, Ann Arbor, Institute of Labor and Industrial Relations. Dec., 1966. 202p.

To study the application of equal employment practices in company settings and to assess the impact of these practices on minority group employment, 20 companies with varying employment structure, industry, size, number of branch units, geographical spread, and product or service were studies. All were trying to promote equal opportunities in their firms. Data were obtained from union officials, 134 company officials, 205 white workers including supervisors, and 215 Negro workers who were interviewed by persons of their own race to facilitate frankness. The findings included (1) management

reported more equal opportunities achievements in developing new recruitment procedures than in training and promotion practices, (2) management viewed the Negro job problem as a community rather than a company responsibility, (3) union unwillingness to modify seniority and apprenticeship structures had been a barrier to equal opportunity, (4) few white workers admitted that Negroes had any special job difficulties because of skin color, (5) the major fear of whites was the envisioned threat of preferential hiring practices for Negroes, (6) Negro workers felt that there was considerable job discrimination against them in hiring, training, and promotions, and they believed that their lack of opportunity was more a matter of their skin color than their lack of training, and (7) the Negro promotion rate was in fact lower than the white rate. Recommendations included the necessity for continued monitoring of company equal employment practices by outside agencies with statutory powers to effect change.

ED 023 764 Kvaraceus, William C. and others.

Poverty, Education, and Race Relations: Studies and Proposals. 1967. Available from Allyn and Bacon, Inc., 150 Tremont Street, Boston, Mass.

The 14 papers in this book discuss and suggest way of dealing with the effect of poverty and discriminatory race relations on education. The bulk of them were developed for a series of 28 television programs, which later served as the basic unit for the 1966 institute for teachers of the disadvantaged at Tufts University. The subjects treated are social services and social change; education, employment and civil rights for Negroes; human relations in urban and suburban settings; the Negro in American history; the importance of an interracial learning experience; wasted talent as a result of low motivation and achievement; educational change; methods and materials in intergroup education; political socialization and race relatios; employment opportunities for members of minority groups; and human rights in world affairs; a selected annotated bibliography follows the papers.

ED 063 637 Menninger, W. Walter.

The School Board's Responsibility for Human Relations Programs. April 17, 1972. 17p. Paper presented at National School Boards Association Annual Convention (32nd, San Francisco, California, April 15-18, 1972).

"Human relations," in its specific frame of reference, has come to mean majority-minority relations. This paper discusses human relations in both its broader as well as in its narrower focus. In human relations, the problems that develop are fairly consistently a function of emotions, and in the area of emotional issues, the school board must assume a leadership role. Unfortunately, the problems of prejudice complicate the task of school boards and administrators in developing effective programs to deal with human relations. However, in dealing with prejudice, boards should (1) acknowledge the limitations of people and the role of prejudice; (2) assure the system of good management and effective supervisory practices; (3) acknowledge the power of expectation, particularly in the area of human relations; and (4) become involved in whatever programs are developed. Specific examples of various approaches to the problem used in several different human relations programs are cited, and the paper closes by providing some guidelines for dealing with the "gap" of understanding between people.

ED 048 066 Oosterman, Gordon

Minority Groups in Anglo-America: An Introduction and Bibliography of Selected Materials. National Union of Christian Schools, Grand Rapids, Mich. Feb., 1970. 66p.

As a result of a resolution of the Association of Christian School Administrators this paper was produced on minorities in the United States and Canada. The groups considered here are not only the racial groups, but the various religious sects in both bountries. Major emphasis, in terms of numbers of resources discussed or listed, is on the Negroes, North American Indians, and Spanish Americans. Other groups include the Orientals, Jews, and the Amish. The first section deals with the rationale for including teaching about minorities in the social studies programs of schools. A second section covers materials for students K-12 as well as ideas which will stimulate interest in studying minority groups. A third section concerns resource materials for teacher use. A final section gives a list of organizations which are specifically concerned with minorities.

ED 054 440 Petshek, Kirk R.

Negroes in the White-Collar Labor Market: Training, Employment and Attitudes. Wisconsin Univ.-Madison. Industrial Relations Research Institute. (Center for Studies in Vocational and Technical Education Sponsored). 1971, 123p.

This study, designed to explore the differences in the experience of white and Negro workers in obtaining and retaining employment in the white-collar labor market, utilized an extensive questionnaire and structured-interview techniques. A survey was made of a random sample of 250 respondents (164 whites, 83 Negroes and 3 others) from three sources. Findings are: (1) few of the activities normally assumed to lead to successful employment (2) experience proved to have a significant correlation with success in the labor market, (3) Negro expectations of discrimination seem to make them doubt their chances with the result that they tend to enter the labor market later and to establish themselves more slowly.

ED 035 082

Report of the Task Force on Human Rights. National Education Association, Washington, D.C. Nov., 1968. 97p. Available from Publication-Sales. Section National Education Association, 1201 Sixteenth Street, N.W. Washington, D.C. 20036. (Stock No. 381-11834, $1.00 quantity discounts).

The NEA Task Force was instructed to "recommend to the Executive Committee a structure and program for the coordination and expansion of the human rights activities of the NEA and of the departments, divisions, commissions, and committees." Their recommendations and a discussion of the forces in American Society that make them necessary comprise this report. The introduction explains the relevance of the fight for human rights to the work of the NEA and its members. The first section traces discrimination in institutions against minority groups. The second section describes the role of schools in dealing with the human rights of certain children, teachers, and citizens. The conclusion explains actions that must be taken by the various segments of the educational system to end the infringement on human rights.

ED 069 445

A Selected Annotated Bibliography of Material Relating to Racism, Blacks, Chicanos, Native Americans, and Multi Ethnicity. Volume I. Michigan Education Association, East Lansing. 1971. 75p.

The primary focus of this annotated bibliography is on material which the Michigan Education Association believes to be most representative of the realities that relate to the involvement and contributions of Blacks, Chicanos, and Native Americans and the climate of the times during which such involvement and contributions occurred. Its purpose, then, is to provide classroom teachers and educators with a practical instrument by which they can become aware of meaningful resources that will help foster in teachers and students an awareness of and appreciation for the plural ethnicity of our society, which heretofore has been nonexistent in most school environments in America. Additionally, the bibliography is intended to serve as one factor in motivating and facilitating school districts to modify their present curriculum in order to include ethnic and cultural diversity in each curriculum component. Documents date from 1945 to 1972, but the majority of the publications date from the middle and late 60s. Novels, biographies, periodicals, records, films, and filmstrips comprise the 294 entries in this material.

BOOKS TO PROMOTE INTERRACIAL SENSITIVITY

A Bibliography of Books recommended by Mr. Alfred Woods, Reference Librarian, of the Vivian G. Harsh Collection of Afro-American History and Literature, George Cleveland Hall Branch of the Chicago Public Library.

Hill, Robert B. The Strength of Black Families. New York: Emerson Hall Publishers, 1972. $5.95, distributed by the Independent Publishers Group, 60 East 55th Street, New York, New York 10022. This study, by the Director of the Research Department of the National Urban League, shows how statistics which have been cited as illustrating the weakness of Black family structure, actually indicate a remarkable strength of family ties.

Knowles, Louis L. and Prewitt, Kenneth, eds. Institutional Racism in America. Englewood Cliffs, N.J.: Prentice-Hall, 1969. $5.95 hardcover; $1.95 paperback. "In a thoroughly documented, impressive thesis (the editors) show how 'institutional racism' -- the social arrangements and practices of modern society-- is so deeply imbedded in the American way of life that whites automatically penalize black citizens..." Library Journal, November 15, 1969, p.4128.

Kovel, Joel. White Rascism: a Psychohistory. New York: Pantheon, 1970. $7.95 hardcover; $1.95 paperback published by Random. "The thesis of this book (is that) white racism is a basic part of our culture patterns and is involved in our deepseated behavior process."--Library Journal, March 15, 1970, p. 1043. Mr. Woods considers this "heavy" reading but points out that it is not technical in language.

Lapides, Frederick R., ed. Rascism: A Casebook. New York: T.Y. Crowell, 1971. $3.95 paperback text edition. A collection of essays by a variety ot well-known personalities, also contains short stories pertaining to the book's theme.

Newton, Huey P. To Die for the People. New York: Random, 1972. $7.95 hardcover; $1.95 paperback. In a compilation of articles, the founder of the Black Panther Party describes the group's aims, history, practices and struggles. Library Journal called it "well worth reading."

Reid, Inez Smith. "Together" Black Women: prepared for the Black Women's Community Development Foundation. New York: Emerson Hall Publishers, 1972. $8.95, distributed by the Independent Publishers Group, 60 East 55th Street, New York, New York 10022; $2.50 paperback. The author conducted a survey of Black, middle-class women and interpreted their answers to determine how they viewed themselves.

Wilcox, Roger Clark. Psychological Consequences of Being a Black American. New York: Wiley, 1971. Text edition $9.95. A collection of essays by several Black psychologists.

Two critical views of the "majority" society recommended by Mr. Woods are:

Riesman, David. The Lonely Crowd: A Study of the Changing American Character. New Haven, Conn.: Yale University Press, 1969. $12.50 hardcover; $2.95 for paperback abridged edition.

Laing, Ronald D. The Politics of Experience. New York: Pantheon, 1967. $5.95; 95¢ paperback by Ballantine. A British psychiatrist, in a collection of essays, discusses "man as an alienated creature."

BOOKS TO PROMOTE INTERRACIAL SENSITIVITY

A Bibliography of Books recommended by a variety of sources.

Angeles, Peter Adam. The Possible Dream: Toward Understanding the Black Experience. New York: Friendship Press, 1971. Dr. Angeles is a professor of philosophy at Santa Barbara City College. This book is an attempt to help non-blacks see and feel the Black experience through the words and thoughts of Blacks, compiled and organized by a non-black. "Each chapter begins with case studies, followed by personal accounts. These two sections should help you hear what blacks are saying and understand why they are saying it. The third section in each chapter includes factual and statistical information, suggests areas in which you may do further research, and provides discussion starters for group use." Introduction.

Mead, Margaret and Baldwin, James. A Rap on Race. Philadelphia: Lippincott, 1971. $6.95 hardcover; $2.45 paperback by Dell. "Taped conversation, some of it with the structure of prepared argument, some of it blunt, peppery, and spontaneous, in which both participants consider the causes and manifestations of racial prejudice. Miss Mead's knowledge of racist actions in unfamiliar societies and remote corners of the world plays sharply against Mr. Baldwin's impassioned preoccupation with the sufferings of blacks in the United States. No conclusion is reached, but the discussion makes provocative reading." Atlantic, June 1971, p. 104.

Stalvey, Lois Mark. The Education of a WASP. New York: Morrow, 1970. $6.95 hardcover; $1.25 paperback by Bantam. "(Mrs. Stalvey's) earnest, candid self-analysis of racial and religious attitudes also includes valuable insights into civil rights clashes of the past decade, into inequities and indignities that Blacks endure. This is a profoundly disturbing book, bearing out the conclusions of the Kerner Report, but in vital, personal terms. Recommended for school, public, and academic collections." Library Journal, June 1, 1970, p. 2140.

U.S. National Advisory Commission on Civil Disorders. Report. March 1, 1968. Official edition published by the Government Printing Office, $2.00. Known as the Kerner Report. Chapters 5-9 are particularly recommended.

U.S. National Advisory Commission on Civil Disorders. Supplemental Studies for the National Advisory Commission on Civil Disorders. July, 1968. Government Printing Office, paper $1.50. Also available from Frederick A. Praeger Publishers, $10.00. Included in ERIC microfiche collections, ED 037 490. This report is composed of three studies, "The Racial Attitudes in Fifteen American Cities," "Between Black and White-The faces of American Institutions in the Ghetto," and "Who Riots?: A Study of Participation in the 1967 Riots."